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ABSTRACT

This document begins with an overview of trends and issues in the area of career education for limited English proficient persons. The overview briefly addresses: the projected shortage of young workers in the work force that will force employers to hire limited English proficient (LEP) individuals, the accompanying demand for higher skill levels in those jobs, the role of career education in integrating LEP individuals into the work force, the need for career counseling for LEP youth and adults, the areas of learning that must be incorporated into career education, and ancillary student needs such as transportation and child care. A list follows of sources of information on career education for LEP persons. Print resources available from ERIC are listed by author, with title, place of publication and publisher or source, date, and ED number. Similar information is provided for non-ERIC print resources. In addition, a listing is provided of organizations that can be contacted for further information. Addresses and telephone numbers are included. (YLB)

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ERIC Clearinghouse on Adult, Career, and Vocational Education

TRENDS AND ISSUES ALERTS

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CAREER EDUCATION FOR THE LIMITED ENGLISH PROFICIENT

An Overview of Trends and Issues

It is estimated that minorities will make up nearly one-third of new entrants to the labor force by the year 2000. Immigrants will represent the largest share of the increase in the work force. Having fewer new young workers in the labor pool will make employers more willing to hire those they have traditionally ignored--minorities, limited-English-proficient (LEP) individuals, and the educationally disadvantaged. On the other hand, more jobs of the future will demand higher skill levels than ever before.

These projected changes in the nation's demography and economy represent both a risk and an opportunity for LEP individuals. Projected shortages of new young workers will create the opportunity. However, minorities are not only less likely to have had satisfactory schooling and on-the-job training, but many also have language and cultural problems that will pose barriers to the higher skilled jobs.

In order for LEP individuals to be integrated fully into the work force, they will need improved job-performance skills, job-seeking skills, and cultural adjustment assistance, as well as English language development. This is why career education is essential. Among the goals of career education is equipping persons with general employability, adaptability, and promotability skills to succeed in a rapidly changing society. It also assists with career awareness, exploration, planning, and decision making. Moreover, reducing bias and stereotyping is essential in order to protect freedom of career choice, an important goal in the career development of LEP persons.

Career counseling for LEP youth and adults--particularly recent immigrants--deserves special attention since their knowledge of career options is often severely limited and unduly influenced by the work experience of relatives and friends. They are unlikely to know the range of options, the necessary qualifications, or the demand for an occupation. LEP individuals need to develop realistic career goals as well as an awareness of the importance of English language proficiency to their success.

The LEP population needs appropriate language and cross-cultural training. They also need to be able to understand the expectations of the workplace, such as calling in sick and having their performance evaluated. Career education programs need to provide assistance with job placement and training in job search methods. LEP job applicants must know how to present their qualifications on paper and in an interview. They must understand that they are expected to promote their skills rather than be self-effacing, as is appropriate in some cultures.

Finally, since many LEP adults are economically disadvantaged, other key needs--child care, health care, transportation, and so on--must be met before they can take advantage of training. A career education program must have strong linkages to community agencies in order to achieve this objective.

This **Trends and Issues Alert** contains a number of sources of information on career education for LEP persons--both print resources and organizations.

ERIC Resources

Adlai E. Stevenson High School Bilingual Education and Career Awareness Program, 1985-1986. OEA Evaluation Report. Brooklyn: Office of Educational Assessment, New York City Board of Education, 1986. (ERIC Document Reproduction Service No. ED 279 776)

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Roelofs, Alice R.; Moase-Burke, Jackie; Dragun, Joseph; Hasshaw, Susan; and Dingman, Steve. *World of Work: Job Club for E.S.L.* Ypsilanti, MI: Adult Learning Systems, Inc., 1985. (ED 254 748)

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Other Resources

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Cathcart, Ruth, and Strong, Michael. *Beyond the Classroom (Gateway to English Program).* Cambridge, MA: Newbury House, 1983.

Friedenberg, Joan, and Bradley, Curtis. *Finding a Job in the United States.* Lincolnwood, IL: National Textbook Company, 1986.

Keltner, Autumn. *English for Adult Competency. 2 vols. (English as a Second Language Series).* Englewood Cliffs, NJ: Prentice-Hall, 1980.

Latkiewicz, John, and Anderson, Colette. *Trades and Industries.* Portsmouth, NH: Heinemann Educational, 1984.

Olsen, Roger E., and Ryan, Gerry, ed. *American Business Encounters.* Hayward, CA: Alemany Press, 1982.

Pomann, Howard, and Foley, Barbara. *Lifelines (series).* New York: Regents Publishing Company, 1981-1982.

Resource Organizations

National Association for Bilingual Education, 1201 16th Street, NW, Room 405, Washington, DC 20036 (202/822-7870).

National Association of Vocational Education Special Needs Personnel, 110 Rackley Bldg., Pennsylvania State University, University Park, PA 16802 (affiliated with American Vocational Association Special Needs Division).

National Clearinghouse for Bilingual Education, Ms. Harpreet Sandhu, Information and Coordination Specialist, 11501 Georgia Avenue, Suite 100, Wheaton, MD 20902 (800/647-0123 or 301/933-9448).

National Council of La Raza, 20 F Street, NW, 2nd Floor, Washington, DC 20001 (202/628-9600).

Teachers of English to Speakers of Other Languages, 1118 22nd Street, NW, Washington, DC 20037 (202/625-4569).

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